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ABSTRACT

Materials, activities, and lesson plans for educating middle school students about the law and the legal system are presented. Materials for the sixth grade are contained in six sections: (1) Prehistoric Man; (2) Ancient Civilizations; (3) Ancient Greece; (4) Ancient Rome; (5) Medieval Civilizations; and (6) the Renaissance. Grade 7 has three sections: (1) Environmental Law; (2) International Law; and (3) Codes of Law. Grade 8 has five sections: (1) Basic Laws of Early Peoples of Americas; (2) Religious Laws as a Factor in the Founding of America; (3) Formation of Colonial Laws; (4) Rights of Englishmen in the U.S. Constitution; and (5) Comparison of the Declaration of Independence and the Constitution. (DB)

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MIDDLE SCHOOL LAW AWARENESS CURRICULUM

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#1

THE SCHOOL BOARD OF SEMINOLE COUNTY

MIDDLE SCHOOL LAW AWARENESS CURRICULUM GUIDE 1980

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FOREWORD

State Board Regulations in compliance with 1978 State Law 233.0615 authorizes the Commissioner, in cooperation with the Florida Bar and other appropriate organizations to develop and implement programs and activities for various grade levels, that will stimulate and improve the citizenship education of students by teaching them about the law, the legal process and the legal system.

The Seminole District law awareness writing team provides the following materials, activities and lesson plans which may be blended into the curriculum at appropriate times.

C O N T E N T S

SIXTH GRADE

I. Prehistoric Man

II. Ancient Civilizations

III. Ancient Greece

IV. Ancient Rome

V. Medieval Civilizations

VI. Renaissance

SEVENTH GRADE

I. Environmental Law

A. Activities

B. Supplementary Activities

C. Glossary of Terms

D. Case Studies

II. International Law

A. Activities

B. Vocabulary Development

C. Glossary of Terms

D. Supplementary Books

III. Codes of Law

A. Activities

EIGHTH GRADE

I. Basic Laws of Early Peoples of Americas

II. Religious Laws as a Factor in the Founding of America

III. Formation of Colonial Laws

IV. Rights of Englishmen in the U.S. Constitution

V. Comparison of the Declaration of Independence and the Constitution

LAW AWARENESS EDUCATION

6TH GRADE

PREHISTORIC MAN

Topic: Basic law of early peoples.

Topical Question:

1. Why is there a need for laws even in the most primitive cultures?

2. What type of punishments could be given to law breakers in a primitive society?

Time: 1-2 class periods

Materials: paper, pencil

Rationale: The student is able to comprehend the evolution of laws from simple to complex.

Objectives:

1. The student will state the reasons for the need for laws or rules in the most primitive cultures.

2. The student will state the relationship between the complexity of a culture and its types of laws and in punishments which it imposes on law breakers.

Procedure: Distribute to each student copies of the following situation and directions: You and your family of four are part of an early primitive clan made up of six other families. The basic lifestyle of your clan is nomadic, in which you wander about in search of edible plants and animals, and to and from areas of varying climate according to the seasons.
Answer the following questions on your paper:

1. Why have you and your family remained with the other families?

2. What basic rules or laws may have been established by your clan?

3. List the basic reason for each of the above rules or laws.

4. In what ways have the rules or laws been taught to the younger children?

5. How does an adult member of the clan know if he has broken a law or not?

6. Who decided what the punishment for law breaking should be?

7. What specific punishments might be given for the violation of each rule or law which you listed in number 2?

8. Suppose that your clan is considering uniting with and traveling with 2 or 3 other clans of similar size. What factors will you consider in deciding whether to unite or not?

9. How will the decision to unite affect the laws or rules that have already been developed by each clan?

10. Assume that the population of your new clan increases and you begin to stay longer in different places and eventually settle in one permanent site. What specifically will happen to your rules and laws as:

    a. population increases?

    b. your settlement stays permanently in one place?

The teacher may choose to let students answer the above questions by working in groups or working individually. Let students write out their answers accordingly with a 20-25 minute time limit. The teacher should then guide a class discussion, being certain to develop the following concepts in connection with the questions if the students do not mention them in the discussion:

1. Answers should include mutual protection, common purpose, etc.

2. Some possible answers may be that it is against the rules or law to kill, steal, or physically assault; also it may be required that those who are old enough and physically able must take part in food gathering, preparation, etc. Also superstitions may play a great part in rules and laws.

3. Answers will vary, but generally the need for protection and safety of both life and possessions should be mentioned.

4. Answers should include word of mouth and teaching by example, as well as some possible recorded means of pictures, etc.

5. Answers should note that generally, in a primitive culture only a few basic laws exist and that adults are almost always familiar with them.

6. Answers will vary, such as the chief or leader, a council of elders, or all adult males, etc.

7. Punishments will vary according to the seriousness and severity of crime. It should be mentioned that because of the culture's nomadic life, imprisonment might be impractical, thereby giving rise to other possibilities, such as exile, banishment, or death.

8. Factors under consideration should include similarities of cultures as expressed in concepts of justice, laws, etc.

9. Answers should include modification or rules or laws to meet needs of a larger group; possibly more structured and formalized lines of authority, etc.

10. a. Answers should point out by examples that as population increases, rules and laws will become more complex to accommodate varying degrees of complexity in the culture's economic, political, communicative and spiritual activities.

    b. Answers should point out that as a settlement becomes permanent, rules and laws will become more complex and structured, including possible written laws, basic tax structure, means of imprisonment, greater restrictions on absolute freedoms in order to insure necessary safety and equality for all, etc.

Evaluation:

1. The student will list 3 reasons for the need for rules or laws even in the most basic primitive cultures.

2. The student will compose a paragraph which expresses the relationship between the complexity of a culture and its laws, and the punishments imposed as well.

ANCIENT CIVILIZATIONS

Topic: Hammurabi's Code of Laws

Topical Questions:

1. Why is it necessary that laws must be written?
2. What would happen in a society if the laws were not recorded?
3. Was Hammurabi's code fair in comparison with today's laws?

Time: 1 class period

Materials: Reference book with description of Mammurabi's laws, and hand-out sheet noted below.

Rationale: The student will realize the need for recorded laws.

Objectives:

1. The student will list 4 of Hammurabi's laws.
2. The student will state the reasons for the recording of laws.

Procedure: Read a brief description of Hammurabi's code of laws to the class and then distribute the following hand-out.

HAMMURABI'S CODE

The Code of Hammurabi is the oldest known code of written laws, dated back to around 1700 B.C. The ancient Babylonians believed that the laws had been handed down to their king by the Sun god. Some of the 282 laws of Hammurabi code are listed below.

1. If a man charges another with a capital crime, but cannot prove it, he, the accuser, shall be put to death.

11. If a man who claims to be the owner of lost property does not produce witnesses to identify his lost property, he has lied and he has stirred up conflict; he shall therefore be put to death.

195. If a son strikes his father, they shall cut off his fingers.

205. If a slave strikes his superior, they shall cut off his ear.

Lead discussion concerning the necessity for laws to be written and the fairness of the punishment administered under this Code of Laws.

Evaluation:

1. On an Ancient Civilization unit test students will list four of Hammurabi's laws.

2. Write an essay describing what would happen in a society that did not have recorded laws.

Additional Activity:

1. Have an attorney visit the class and describe the punishment today for the same crimes given in Hammurabi's Code of Laws.

ANCIENT GREECE

Topic: Basic responsibilities of citizens of Ancient Athens

Topical Questions:

1. Who was allowed to be a citizen?

2. To what degree did citizens participate in law making?

Time: 1-2 class periods

Materials: Classroom set of 3X5 cards, 1/3 with slave, 1/3 with Metic, 1/3 with citizen. Reference books.

Rationale: The student is able to comprehend the extent of his responsibilities as a citizen.

Objectives:

1. The students will state the requirements of citizenship in Ancient Athens.

2. The students will state the differences between citizenship requirements of today with those of Ancient Athens.

3. The students will demonstrate the major responsibilities of citizenship in Ancient Athens.

Procedure: The teacher will make small cards with the word citizen, metic or slave written on each card. Then have students randomly pick a card. After each child in the class has a card, explain the roles of each in Ancient Athens or have students research their own role in the library.

Present the following problem to the class: One third of the population of Ancient Athens was made up of slaves. These slaves were not allowed to be citizens since they were not born in Athens. Many were highly educated and wealthy foreigners who wanted more say in the making of laws. How should this problem be handled?

Teacher allow the slaves and metics time to speak their case to the citizens. Then allow citizens time to propose new laws governing slaves. Each citizen must have a proposal.

Evaluation: Ask students to list the five most practical or workable proposals stated. Compare in written form the procedures to obtain new laws in Ancient Athens with today's procedures.

Other Activities: Research and report on the

1. Trial and death of Socrates.

2. Jury trial system of Ancient Athens.

3. A comparison of government in Ancient Athens and Sparta.

ANCIENT ROME

Topic: The necessity for the laws of a society to meet the needs of every segment of its population.

Topical Question:

1. How can laws be responsive to the needs of all segments of society?

2. What are the various segments of a society's population?

3. What can happen to the society if the laws are not responsive to the needs of all segments?

Time: 1 class period

Materials: Hand-out sheet as specified under procedure.

Rationale: The student will understand why a society's laws must be responsive to its needs.

Objectives:

1. The student will explain the need for updating the laws in a changing society.

2. The student will describe what might happen to a society which does not update its laws to meet the needs of all the people.

Procedure: Distribute to students the following imaginary situation:

The upper class of people in this country control the powers of law-making. These people are wealthy land owners and live in luxury, and are opposed to any changes in the countries laws. Farmers are unhappy because of the low prices of their crops and want new laws to help them. Soldiers just returning from a war cannot find jobs and also want help in new laws. The merchants and traders are finding it difficult to make a profit since no one can afford the high prices. Therefore, the group also wants new laws to improve the economics condition.

After the students have read the story, discuss with them the need for new laws in the country. Have students explain why they think the upper class is opposed to changing laws. Discuss with students what might happen to this imaginary country if the upper class refuses to change the laws.

Evaluation:

1. Have students explain through drawings what would happen to a society unwilling to update its laws.

2. Have students create a newspaper with stories reflecting the upper class opinion as well as the rest of society.

MEDIEVAL CIVILIZATIONS

Topic: Means of determining guilt or innocence under Medieval Law.

Topical Questions:

1. What are some of the methods used to determine guilt or innocence?

2. What were these methods based upon?

Time: 1 class period

Materials: Hand-out sheet

Rationale: The student is able to see the need for fairness and objectivity in a trial.

Objectives:

1. The students will list the two methods used to determine guilt or innocence under Medieval Law.

2. The student will explain what made these methods unfair and biased.

Procedure: Distribute the following fact sheet.

Medieval ways of deciding guilt or innocence were often different from those used today. Often there were only two ways of testing the innocence of a person accused of a crime. One method was by oath. When oath was used the plaintiff or accuser would swear that his claim was true. The defendent or accused would swear that he was innocent. The court had to determine if proof was necessary and which side should give it. The person who had to present proof was told by the court the number of witnesses who could be called. The witnesses were not called to give evidence, but to swear that the person they were supporting was telling the truth. The oath of a person of high rank had a greater value than the oaths of people in lower positions. For example, the oath of a Lord equalled the oath of six serfs. After hearing the witnesses, the court would decide the verdict.

The second method of determining guilt or innocence was by ordeal. Water ducking and hot iron were the two most common forms of trial by ordeal. The accused was prepared for the ordeal by visiting the priest, eating a special diet and finally making an offering.

In the hot iron ordeal next to the church was built a fire in which a piece of iron was heated. Then the accused had to carry the red hot iron 9 steps. The hand was immediately bandaged and not treated for three days. At the end of this time, when examined by the priest it was believed that the accused had been protected by God or his angels. Therefore, the person was innocent. If the hand did show signs of a burn the person was found to be guilty and required to pay a fine.

In the ordeal of the water ducking the accused had his hands and feet bound and was then dropped into a pond or stream. If he sank it was believed he must be innocent since the water had accepted him. He would then be pulled out and freed. If however, he floated to the top it was believed his body was impure and guilty. He would then be pulled out of the water and made to pay a fine.

Evaluation:

1. On a Medieval Civilization test include an essay in which students will describe the two methods of determining guilt or innocence under Medieval Law.

2. Have students compare the fairness of these Medieval trials with the trials of today.

RENAISSANCE

Topic: Divine Right of Kings

Topical Questions:

1. What were the advantages of divine rule?
2. What were the disadvantages of divine rule?
3. How do these advantages and disadvantages compare with the law makers of today?

Time: 2-3 class periods

Materials: pencil, paper, reference book.

Rationale: Students will differentiate between the means of making laws under a king and the means of making laws under a democracy.

Objectives:

1. The student will list advantages and then disadvantages of a king having divine rule.
2. Students will make a comparison of the means of passing laws today with the means used by a king.
3. Students will define divine rule.

Procedure: Teacher should divide class into half. One half will represent a modern society, the other an early Rennaissance society. The modern society should elect law makers from their numbers, approximately one quarter should be law makers. Make sure students realize the importance of elected officials who will represent them when making laws. The Renaissance society should pick a king by drawing from a hat. Then the king will appoint ¼ of the group to be members of his ministry.

Give both groups the following problem and have them work unaware of the other group. They should come up with laws to solve the problem. Make sure the king understands the power he/she has.

Problem: A new cathedral must be constructed to keep pace with the growing population size and to rival other city-states. What sources may be used to raise taxes and what share should each source pay in taxes.

Students should be given at least one class period to work on the laws or decisions.

Then have each group present their solution to the class as a whole. The modern society might want to make their decision a referendum where the class will decide. The monarchy will present his decision solely.

Evaluation:

1. Have students decide in their groups after giving presentation, what the advantages and disadvantages of their means of law making were. Then present these on the board.

2. In an essay question on Renaissance unit test have students write a comparison of the two societies' means of law making.

3. Students will correctly define divine rule on unit test.

LAW AWARENESS EDUCATION

7TH GRADE

The Units written for the seventh grade level are consistent with your curriculum from the standpoint of its application. The language used, the analogies, and concepts explored, should be very enjoyable as well as educational. Any unit is only as good as you make it. Only use these units after careful preparation by you and your students. Explore this material and get a feel of my intentions, most of it is only the beginning point for you to take off from, where you land is entirely up to you. So enjoy, relax, and take your kids on a law focus journey that will last them a life time.

J. Francis

Following each activity assume one of the techniques listed to insure an understanding of the material presented. Each situation is unique, and trial and error may be the best avenue to use. To assume competence by the student may be detrimental to the final result.

Some observable evaluative techniques

A. debate
B. creative writing
C. problem solving (group, individual)
D. research
E. completions
F. multiple choice
G. essay
H. homework
I. cooperative participation

Things You may want to do:

A. Create a checklist of skills to be attained by the student.
B. Create a law awareness club.
C. Design field trips to the various environmental protection agencies.
D. Invite speakers to provide insight into the area.
E. Expand materials in your school based library.
F. Give suggestions for additions to your county Media center inventory.
G. Design a workshop in an area of law that interests you.

ENVIRONMENTAL LAW

Topic Questions:

1. What is the purpose of Environmental laws?
2. Can we survive without Evnironmental laws?
3. What is done in your home to protect the environment? Your Community? Your state? Your country?
4. How can you improve your Environment?

Time: Three to four class periods

Materials: Pencil, worksheet, research material, magazines and textbook.

Performance Objectives:

The student should be able to:

1. make judgements concerning the quality and safety of the environment in which he lives.
2. recognize inconsistencies in environmental law applications.
3. define terms associated with environmental law.
4. state elements affected by environmental law.

Procedures:

Supply the students with a list of countries that has an excessive amount of Environmental laws and a list of countries where these laws are few in number. The students should be asked to form a comparison as to the descriptive elements that are contained within the culture of the countries studied, to justify the lack or the prominence of environmental laws. Inform the students that certain elements are directly related to some of the following traits:

1. technological level
2. natural resources
3. location (politically)
4. climatic conditions
5. governmental structure
6. religion
7. fertility of the soil
8. national security

At the next class meeting have an open discussion as to the relationships that the students found to be evident in both situations. Point out to the student that the descriptive elements change according to the needs of the people, the governmental structure, outside interference as well as technological advancement.1.Use Iran as an example of a country in change. (leadership) 2. Mexico (natural resources) i.e. discovery of oil. 3. Afghanistan (outside interference) 4. Middle East pg. 374 (Exploring A Changing World)

Evaluation: Give students a copy of a news article and have them draw conclusions that would indicate their understanding of international applications. Encourage them to draw inferences from the article.

Activity - 1

To the Teacher:

A chart has been provided to broaden the students' concept of the use of the media to educate the public in the efforts being made by the various agencies to preserve our environment. Explain to the students that the nature of these advertisements affect mankind, not just the immediate environment, in the struggle to keep technological advancement in its rightful place, that is, to be to the good of the world, not to its detrement.

Activity - 2 Cause and Effect

To the Teacher:

Research will give the student a base from which to form opinions on the status of the laws that controlled the environment quality, and future affects of the areas that are now managed in a poorly organized manner..

Activity - 3 Law in Action

To the Teacher:

This activity should provide the student with concrete examples of the final product of the effects of laws even in their homes. This should also stimulate the awareness level of the child and affect future consumer oriented decision making.

Activities - 4-11

To the Teacher:

These activities will aid in developing the ability in
a. making judgements
b. use knowledge attained
c. decision making
d. interpreting law
e. produce theory
f. analyze, evaluate
g. story writing

Activity - 1

To the Student:

1. Tell what the commercial does not say.
2. Tell what it does say.
3. Whom does it affect? And how?
4. What does it affect? And how?
5. How will it affect us in the future?
6. Does the commercial achieve its purpose?
7. How the content of the commercial affect you?
8. How does it affect your community?
9. How can you respond to this commercial?
10. Can you obtain further information by writing to an address given? State the address.

Date Day	Network	Agency sponsoring the commercial	Element being protected	A. Rate the commercial B. Reason for this rating	How would you improve the commercial
Monday	NBC ABC CBS PBS			5, 4, 3, 2, 1, 0 High Low	
Tuesday	NBC ABC CBS PBS				
Wednesday	NBC ABC CBS PBS				
Thursday	NBC ABC CBS PBS				
Friday	NBC ABC CBS PBS				

Write the dialogue for a commercial that affects the quality of the environment.

Concept Development - Use with Activity - 1

Activity - 2 Cause and Effect

To the Student:

Topics listed below are only suggestions in the area of environmental protection. Develop if you can a status report, that will aid in the development of a safer system and through your research state suggestions for that system. Your research can be made on any level, city, county, state or country.

Suggested Topics:

A. nuclear waste
B. pollution i.e. air, water, noise, etc.
C. forest fires
D. chemicals usage
E. animal sanctuaries

Try to include these areas in your report

A. Public danger i.e. disease, respiratory ailments, poisons etc.
B. laws regulating its function(s)
C. element (s) affected
D. location(s)
E. your reaction

Activity - 3 Law in Action

To the Student

Examine information given on labels of products found in and around your home. Try to include what the labels do not say that may have an important effect on its safeness.

Questions to explore:

A. Is this product harmful to you? How?
B. Is this product harmful to animals? How?
C. How is this product harmful to the environment? Useful?
D. What agencies have okayed the use of these products?
E. What laws are printed on the label?
F. Are the containers child proof?
G. Where must these items be stored?
H. Can you mix this product with another substance?
I. Are there temperature limitations?
J. Can these items be obtained by anyone?
K. How must the containers be disposed of?
L. What dangers have you discovered from the use of this product that are not indicated on the label?

Activity - 4 Vocabulary exercise

Find each of your vocabulary words on Environmental law in the puzzle below. They may occur in any form.

E C O N O M I C O N A R D N A S
C O O N N O I T C I D S T R U J
N E G L I G E N C E Q N A S U S
A Q D U N P O L L U T I O N O T
S T A T U E C D E S A M G O N P
I G M G V S V Q S L A D N A V O
U P A C D T E F U R S T D O X I
N R G E O I H L E O Z N A Y N S
J O E D T C V U P L E M M I Z O
A T N E N I M E N F U B A N E N
N E D C O D L V E O W M G J M O
E C E I R E S I D U E T E U I R
L T F V S O L G B D U P I C R M
A I P L A I N T I F F D J T C A
I O G E Y Z O U N S A N K I O N
N N H S H E L E M B R L M T E B

protection
sue
vandal
law
pesticides
pollution
dicibels
injunction
nuisance
damage
domain
environment
statute
plaintiff
negligence
protection
economic
poison
defendant
residue
eminent
jurisdiction

Activity - 6

Chemical waste damaged home, employee says

By JERRY JACKSON
Sentinel Star

TAVARES — A Tower Chemical Co. employee filed suit Thursday against the south Lake County pesticide manufacturer, charging that poisonous wastes have damaged the family's home.

The negligence suit, filed in circuit court by Charles A. and Jean Hubbard, seeks more than $200,000 in punitive damages and requests a jury trial.

Hubbard, a maintenance man at the plant for more than 20 years, lives in a home adjacent to the plant off County Road 455.

The three-count suit charges that beginning last February, the company negligently allowed discharges of toxic chemicals and acidic effluent to flow onto the Hubbard property or into a canal adjacent to the property.

According to the suit, the property was "severely and permanently damaged" by the wastes, and the value of the land has been lowered.

The Hubbards declined to discuss the allegations and referred questions to their Orlando attorney, Elmo R. Hoffman.

"We're not out to string anybody up, but we want a little justice," said Hoffman. "The effects of pollution on the Hubbard property are readily evident."

Hoffman said that Hubbard was still employed by the company "as of yesterday. But we don't know what impact the suit might have on his job."

Company President Ralph Roane said he had not been notified of the suit and couldn't comment. Roane confirmed that Hubbard is employed by the company, but he said Hubbard was "temporarily laid off" because of a lack of business at this time of year.

Hubbard and two members of his family last week requested blood tests by the Lake County Health Department to check for pesticide residue. The results of those tests and well water samples were not completed.

Hoffman said the tests results could possibly be used in the court case, but he said they would not be necessary.

A Lake County Circuit judge in July banned the use of DDT and chlorine at the chemical plant after pollution charges were raised by the state Department of Environmental Regulation.

The DDT and chlorine were used to manufacture a the mite-killing chemical, chlorobenzelate. Roane said the court order is being obeyed, but that chlorobenzelate is again being manufactured at the plant.

The company's spray irrigation system to contain wastes on the property also is back in operation and no wastes are being discharged into a nearby drainage canal, said Roane.

Roane is chairman of the five-member Lake County Pollution Control Board.

1. Why did the circuit court have jurisdiction in this case?
2. List the complaints filed.
3. Who is the plaintiff?
4. Who is the defendant?
5. Explain the role of the Department of Environmental regulation.
6. Name the local authority enforcing environmental policy.
7. Underline vocabulary words used in the article.

Activity - 7

Below is a certain area that affects environmental law. Can you identify it?

Mrs. P. has a problem, behind her house there is an eyesore. The grass along the easement has grown out of control. The hazards that can result from such a situation are also hazardous, i.e. snakes, rates, fire etc. The city and county has failed to respond to her plea of help even though the city previously maintained the area.

1. What plan of action should she take next?
2. What form of environmental threat is she confronted with?
3. List local agencies that can aid in this situation.

Activity - 8

FUNKY WINKERBEAN

By Tom Batiuk

WE WISH TO EMPHASIZE THAT THERE IS ABSOLUTELY NO DANGER TO THE PUBLIC DUE TO THIS MORNING'S SHUTDOWN.
HOWEVER, WE'RE ASKING NEARBY RESIDENTS TO KEEP THEIR WINDOW SHADES PULLED ALL THE WAY DOWN AS A PRECAUTIONARY MEASURE.
BEFORE I TAKE ANY QUESTIONS FROM THE PRESS...
I'D LIKE TO STATE AGAIN THAT NOTHING IN THIS MORNING'S UNSCHEDULED SHUT-DOWN VIOLATED ANY OF THE REGULATIONS SET DOWN BY THE NUCLEAR REGULATORY COMMISSION.
© Field Enterprises, Inc. 1980
WHAT ABOUT THE NUCLEAR TEST BAN TREATY?
WE'RE STILL LOOKING INTO THAT!
BATIUK
8-3

To the student -

1. Are there laws being violated here?
2. How can the news media aid this situation?
3. Can you find sentences that conflict with each other as to the issues being presented?
4. Are there indications of some governing organizations in the above Article?

Activity - 9

Playing it safe in chemical spill

A worker hoses down a diver who helped find a large container of dangerous chemicals that spilled into a Mississippi River channel in a ship collision. On Thursday divers built a work rig and prepared to vacuum up 12 tons of pentachlorophenol, or PCP, and deadly dioxin from the bottom of the channel.

The chemicals were spilled on July 22, when two ships collided near New Orleans. Chemical levels in nearby lakes have been rising, but officials said the contamination does not yet appear to be a hazard to humans.

United Press International

To the student

1. Name the agency that protects open water situations in interstate areas.
2. List at least five effects of the hazard mentioned in the above article.
   A. Who does it affect?
   B. How does it affect them?
   C. How does it affect you?
   D. List steps to avoid a situation like this from becoming a reality.

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Activity - 10

Owners urged to vaccinate dogs that roam for parvo virus

Vicki Shook

By SCOTT ABRAHAMS
Dominicle Mile contributed

CASSELBERRY — Dogs have a new social disease to worry their owners about: parvo virus. The first case has been confirmed in Casselberry. Fortunately, the dog recovered.

But city animal control director Vicki Shook and Casselberry veterinarian Dr. Alex Suero recommended Thursday that owners vaccinate their dogs against the often deadly intestinal disease.

The recommendation is aimed primarily at owners whose dogs frequently leave the house and come in contact with the feces of other dogs at any time — during walks, at shows, in kennels or while roaming through the neighborhood.

Owners who keep their dogs inside the house have little, if anything, to worry about, they said.

"I don't think vaccination of dogs kept at home is justified," Suero said. "But dogs that are taken to kennels for boarding, or to shows, should probably be vaccinated. It's better to be safe than sorry, that's the attitude I take."

The disease is new, he said, and "dogs have no defense against it."

"It takes only one stray dog to infect a neighborhood," Mrs. Shook said. "My dogs are not allowed to leave the yard."

She suggested, like Suero, that owners either keep their animals close to home or get them vaccinated.

Random cases of the intestinal disease have popped up in south and north Florida, and recently began showing up in Central Florida, area veterinarians reported two weeks ago.

Suero said the dog he treated last week is the first confirmed case he knows about in Casselberry.

The disease has a high mortality rate especially in young puppies and old dogs, he said. The dog treated last week was 6 months old, he said.

"This is a real disease," he said, "it's out there. How common it is, I don't think anyone knows."

He said the dog confirmed to have the disease last week had not been outside of the Casselberry area.

Diarrhea, vomiting, dehydration and general "wasting away" like in dysentery are the main symptoms, Suero said. He cautioned that an owner cannot tell by the symptoms if a pet has contracted the disease.

In fact, he said, a veterinarian can't either. The Casselberry case was diagnosed last week only after a lab test.

He said early detection and treatment will help prevent a victim's death. An infected dog will not be able to retain drinking water, he said, although a veterinarian can help the animal by giving it water intravenously.

The virus is transmitted through an animal's feces, urine or saliva, he said.

Parvo virus is a mutation of the virus that causes distemper in cats, he said.

To the Student:

1. Is there an environmental hazard presented in this article?
2. List the effects if any on the environment.
3. List agencies that aids in the environment being protected from this type of element.

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Activity - 11

A.

Health department offers shots

SANFORD — The Seminole County Health Department is offering free vaccinations this month to all school-age children, kindergarten through 12th grade.

Immunizations will be provided against such diseases as diptheria, tetanus, whooping cough, polio, measles, mumps and rubella.

The vaccinations will be available at Seminole County Health Department clinics in Longwood and Sanford from 8:00 a.m. to 4:00 p.m., Monday through Friday, Aug. 4-29.

Parental permission is required.

The Longwood clinic is at the corner of Wilma and Church streets, and the Sanford clinic is at 900 French Ave.

B.

Audubon Society buys prairie land

Nine square miles of the last of Florida's virgin prairie land was saved from development Friday, when the National Audubon Society bought the land for $3.6 million.

The plot is part of what was once the Kissimmee prairie, an area that spans several hundred miles south of Orlando and north of Lake Okeechobee.

Since the late 19th century, the prairie has diminished as cattle ranching and real estate development have increased.

Located about 50 miles south of Orlando, the plot is part of a 27-square-mile parcel owned by Doyle Carlton Jr. of Wauchula, an Audubon official said.

For about 50 years the Audubon Society has patrolled the prairie with the owner's permission, protecting the plants and wildlife from vandals. For the past twenty years, the organization has tried to buy the land, but only now have they had enough money, as a the result of grants from private foundations.

The Audubon Society will name the area the Ordway-Whittell Prairie Preserve, the official said. It will be a sanctuary for birds and other wildlife, as well as an area for studying prairie ecology.

The official said the organization plans to make the area accessible to the public and provide tours guided by naturalists within the next two years.

1. Read the above articles.
2. Give the intentions of Article that you feel represents the best example of protecting the environment.
3. Define these terms, and tell how they are related
   a. immunization
   b. sanctuary
4. List the governing agencies in both articles and tell the function of each.

Supplementary Activities

A. Have students write letters of protest to the state or national environmental protection agencies addressing situations that may affect their lives in the future. Students may want to add other avenues of approaching the problems addressed.

B. Creat laws that would protect the school environment and improve it in some manner.

C. Create patrols that would insure compliance of the laws suggested (take your suggestions to the student council).

D. Poll students for the purpose of amending laws established by your environmental commission.

E. Plan a trip to your local sewage plant, and document what you see. Ask questions concerning governmental regulations, and their enforcement.

F. Create a court system that would fine and adjudicate students that violate the laws created by your environmental commission.

G. Invite a developer in, and find out the ways in which environmental laws affect his occupation.

H. Invite a spokesperson in from E.P.A. to explain its purpose.

I. Have students list ways in which the classroom environment can be improved through rule changes or new rules.

Vocabulary Development

Activity - 5

A. Divide the following words into syllables, i.e.
   1. nuisance
   2. negligence
   3. pesticides
   4. jurisdiction
   5. injunction

B. Write a simple definition for the following terms:
   1. decibel-
   2. environment-
   3. eminent domain-
   4. statute
   5. vandal-

C. Write a short story using these terms as part of its content. Your story must be related to the environmental law area. Grading merits 1. creativity 2. depth 3. logic
   1. damage
   2. residue
   3. conversion
   4. sued
   5. pollution

D. Arrange the following terms in alphabetical order
   1. poison
   2. defendant
   3. plaintiff
   4. environmental
   5. economic

GLOSSARY

1. vandal- person, who with malice, destroys property, especially beautiful or valuable property.

2. Environmental law - laws created to protect the condition of the environment.

3. pesticide - substance used to destroy harmful or destructive insects or plants, etc.

4. pollution - the contamination of air, water etc. by a harmful or poisonous substance.

5. sue - to take legal steps against in order to collect payment for damages.

6. decibels - unit for measuring the loudness of sound.

7. conversion - a changing from one form or use to another.

8. injunction - a preventive measure used to stop a particular act or action.

9. nuisance - anything that annoys or disturbs the free use of one's property or which renders its ordinary use or physical occupation uncomfortable.

10. damage - injury, harm

11. environment - the physical surroundings

12. statute - an act of the legislature that becomes a law.

13. plaintiff - the one who initially brings the suit

14. negligence - wrongful failure to do what is reasonable and prudently should be done.

15. economic poison - that element that destroys the fiber that supports the economy.

16. residue - that which remains after a part has been removed.

17. defendant - the party responding to a complaint

18. eminent domain - the right of the state or sovereign to take private property for public use

19. jurisdiction - the power to hear and determine a case

20. Environmental Protection Agency - federal agency created by Congress to enforce federal environmental laws.

Some case studies to consider to expand the background knowledge of the students.

1. U.S. v. Bishop Processing Company 287F Supp 624(1968)
   Thomsen, C.J.

2. Huron Portland Cement Co. v. Detroit 362 US 440 (1960)
   Mr. Justice Stewart delivered the opinion of the Court

3. U.S. v. Republic Steel 362 US 482 (1960)
   Mr Justice Douglas delivered the Opinion of the Court

4. New Hampshire v. Atomic Energy Commission 406 F2nd710 (1969)
   Coffin, Circuit Judge

5. Scenic Hudson Preservation Conference v. Federal Power Commission
   354F2d608 (1965)
   Hays, Circuit Judge

Federal laws directly related to the environment

1. National Environmental Policy Act
2. Environmental Protection Agency
3. Clean Air Act
4. Water Quality Improvement Act
5. Safe drinking water Act
6. Rivers and Harbors Act of 1899
7. Federal Noise Control Act
8. Radiation

State Agencies

Department of Natural Resources
Crown Building
Tallahassee, Fl. 32304
(904) 488-8638

Department of Pollution Control
202 Turner Building
2586 Seagate Drive
Tallahassee, Fl. 32301
(904) 488-3704

INTERNATIONAL LAW

Topic Questions :

1. What is international law?
2. Why is international law necessary?

Time - four class periods

Rationale - To give students insight into relationships on the world scale, so the national scene politically, would have greater significance.

Performance Objectives -

a. identify elements of international law.
b. write a simple definition of International law.
c. identify reasons why international law is needed.
d. examine relationships among nations.

Procedure -1.Have each student write their own definition of International law. 2. Allow students to share their definition with the class. 3. The teacher will then construct a definition from the ones presented by the class.

Activity - Divide the class into several groups. Give each group the name of a country. Allow each group to construct laws that will affect the existence of each other, and the conditions of that existence.

Try to include the following but not limited to:

1. trade agreements
2. extradition of criminals
3. use of international waterways
4. security agreements

Evaluation: Allow students time to react to the question in writing "Why is international law necessary?" Limit the response to three paragraphs.

Supplementary Content

I. What is International law?

International law is a body of principles, customs, and rules which are recognized as effectively binding obligations by sovereign nations and other international entities, and which govern the mutual relations between nations.

II. The History of International law

International law has always existed on some level. There is evidence that what might be called intertribal law developed in primitive societies when different tribes had such contact.

After the Europeans arrived in North America they found that among the Indian nations there were an elaborate set of rules and customs governing relations between them. Treaties and alliances were common and there were fixed customs and ceremonies for the meeting of representatives to arrange such treaties and alliances - i.e. the passing of the calumet, or peace pipe.

Intertribal rules and customs among primitive peoples were based on oral agreement, for the simple reason that they had no written language. The earliest example of a written agreement between independent political units dates back to about 3100 B.C. signed by the respective rulers of Logash and Umma, neighboring divisions of ancient Mesopotamia, provided for arbitration of a boundary dispute and pledge to abide by the ruling of the arbitrator.

III. How is International law made?

A lawmaking treaty is one that binds the signatories to certain courses of action under specific circumstances. In nations such as the United States where legislative ratification of treaties is required, such ratification automatically makes a treaty the law of the land because it is a legislative act.

In nations where the head of the state has the sole treaty-making power or is empowered to delegate such authority to ministers, a treaty goes into effect as soon as it is signed.

Depending on the differing municipal law of nations, treaties become binding on signatories by three different means: upon signature, upon ratification or by accession.

Customary law may be defined as custom accepted among nations, either worldwide or by specific groups of nations, which through precedent and general acceptance has the force of international law.

IV. How are these laws enforced?

A. Pressure by allies

B. World Opinion - A nation's reputation for keeping its promises is vital to its foreign policy for reasons far more important than the mere desire to look well in the eyes of the world. Failure to keep its promises can result in severe diplomatic setbacks all out of proportion to the immediate gain.

C. Self Interest - The interdependence of nations in international trade makes it to the self interest of all nations to agree on many rules of International law.

D. The Danger of Precedent - A nation that breaks a rule of customary law may find itself in the position at some future date of having the precedent thrown back into its face.

E. Domestic Public Opinion - Domestic public opinion is a factor only in democratic nations, because in communist nations and under dictatorships criticism of government policy is not allowed.

F. Sanctions - Sanctions come closer to the enforcement procedures of municipal law than any other force of International law because they are punitive in nature. Sanctions can take any of three forms, or combinations of the three. They may be economic, political, or military. They may be imposed either unilaterally, - i.e., nation against nation, or collectively by a group of allies or by an international organization.

V. Types of treaties (political)

A. Disarmament treaties, in which the signatories agree either to reduce or limit their arms. The 1973 agreement between the United States and the Soviet Union fall into this category.

B. Economic Sanctions treaties, in which allies pledge to shut off trade with a third nation in order to force the third nation through economic pressure to agree to some desired course of action.

C. Guarantee treaties, in which nations guarantee the territorial integrity or political independence of other nations. This type of treaty has been the basis of most of our involvement in Indochina.

D. Peace treaties, in which territories are divided and spheres of influence are fixed by the victors, and terms of defeat are imposed on the losers.

E. Settlement treaties, in which the same matters that are usually negotiated in peace treaties are settled by negotiation without war.

F. Subsidy treaties, in which an ally promises another to pay the cost of maintaining its armed forces, as the United States did for the Soviet Union during World War II. Russia furnished the manpower for the eastern front against the Axis powers, but the arms and equipment were furnished almost entirely by the United States. A subsidy treaty may also involve a guarantee to pay an ally to remain neutral in the event of war. The Marshall Plan could be considered a sophisticated version of that type of treaty. While it exacted no political commitments in return for economic aid, its effect was to create a bloc of nations friendly to the United States so that the charge by the Marshall plan critics that it was merely a device for "buying" friendship had at least some basis in fact.

VI. Types of Disputes (common)

1. breach of treaty
2. refusal of a new nation to honor agreements make by the previous government ruling the territory.
3. differing boundary claims
4. conflicting territorial claims
5. violations of territorial waters or airspace

6. intervention in the internal affairs of one nation by another.
7. failure to observe diplomatic immunity.
8. damage to the persons or property of foreign nationals.
9. confiscation of property or nationalization of Industries without proper conpensation.
10. beligerant acts

VII. Procedure for the settlement of Disputes

The basic procedures by which international disputes are settled peacefully are outlined in two multilateral treaties: the Hague Convention for Pacific Settlement of International Disputes, executed in 1899 and amended in 1907, and the United Nations charter. The former, still in effect after nearly seventy-five years, has 62 signatories, including all major powers. The latter has 135.

To the teacher:

Activity - 2 - International law development

This activity should be used as an example of an international law in its early stages of development. Have the students note the location of the meeting, 2. length of negotiations 3. reactions of the members of the conference.

Activity - 3 - International cooperation

This activity will show students that nations that have common goals and common needs sometimes unite to solve those needs or goals through sharing by supplying the various elements to achieve that goal. i.e. money, natural resources, technology, etc.

Activity - 4 - Evaluation of human rights

Step one - Have student create a list of human rights. The historical development of the human rights program will be traced, emphasizing the evolution of fundamental principles, the origin of relevant international treaties, and an analysis of significant philosophical ideas.

Step two - Have students examine existing international agreements on human rights and the major international structures designed to implement these agreements.

Step three - Regional human rights should be developed to compare values to areas of the world.

Activity - 5 - Internal conflict

This activity shows students that Internal problems affect the outward problem resolution on the international scale. Show the students that acts of subversion are used to promote discord in other nations.

Activities 6 - 8 - Student oriented application

These activities deal primarily with the use of some of the attained concepts of international law. The examples used should also give the students certain values that are within their power to control, and to improve.

Activity - 9 - Jurisdiction

This activity is to clarify the concept of rules that are regional, and rules that affect an entire area. i.e. class-school, city-state, state-nation, etc.

Activiti - 10 - Sequencing

This activity aids the childs ability to disseminate material for the purpose of interpretation through sequencing.

Activity - 1

Research one of the following regional international organizations. The following points should be included

A. Date originated -
B. Participating countries -
C. Goals of the organization -
D. weaknesses identified -
E. Effect on the United States
    1. North Atlantic treaty organization
    2. Warsaw treaty organization
    3. Southeast Asia treaty organization
    4. Organization of American States
    5. The Arab League
    6. Organization of African Unity
    7. Council of Europe
    8. European Coal and Steel Community
    9. European Economic Community
    * 10. United Nations

Activity - 2

World/national update

U.S., Soviet Union, Britain agree on policing nuclear arms tests

From Sentinel Star Services

GENEVA, Switzerland — The United States, the Soviet Union and Britain announced agreement in principle Thursday on measures to police a treaty on all nuclear weapons tests.

The agreement climaxed more than three years of negotiations and was announced in a report presented to a 40-nation disarmament conference here.

Conference sources greeted the announcement with caution. A Central American delegate said the report showed "definite progress," but a Western European diplomat said he would "hesitate to call it a breakthrough" until a more detailed report is released.

1. What contrasting elements are participating in this legislative venture?

2. Do you think such a treaty can be achieved? Why or why not?

3. Define the following terms:
   a. disarmament -
   b. diplomat -
   c. climaxed -

4. Why was the meeting held in Switzterland?

Activity - 3

U.S. to build its first synfuel plant

WASHINGTON — The United States' first commercial-sized plant to produce liquid fuel from coal, described as the most ambitious international energy project ever undertaken, will be built in West Virginia.

Half the cost of the $1.4 billion plant will be underwritten by West Germany and Japan, which seek to exploit the technology in their own plants.

At a signing ceremony in the Rose Garden, President Carter described the West Virginia plant, for which he was a major negotiator, as "one of the centerpieces" of America's program to cut its dependence on imports of foreign oil.

1. What kind of relationship is described in the above article?

2. What is the expected end result to this effort?

3. Can you list similar traits of the participating countries? i.e government, culture etc.

4. Why do you feel this type of cooperation will be beneficial to its participants?

Activity - 4 - The Origin of Human Rights

A. Research the evolution of human rights.
B. Devise your own definition for human rights.
C. Examine existing policies affecting human rights today. Below are a few of the major international structures.
    1. The Universal Declaration of Human Rights
    2. The Genocide Convention
    3. The International Covenant of Ecomonic
    4. Social and Cultural Rights
    5. The European convention in Human Rights
    6. The Inter American Convention on Human Rights
    7. The Geneva Convention
    8. The International Convention to eliminate Racial discrimination
    9. The Right of Asylum
    10. United Nations Ecomonic, Social, and Cultural organization
D. Compare what you consider recent violations of Human Rights to legal confrontations where the concepts of those violations are still being debated.

Activity - 5

1. Identify internal problems confronted by Iran.
2. What role will religion play in its resolution?
3. Do you detect unity from their international situation?
4. Explain how devotion to a cause can surpass the need of personal safety.
5. Describe the subversive techniques shown in the Article.
6. List other countures affected by the confrontation between the U.S. and Iran. Why are they affected?

Iranians call release of protesters a U.S. defeat

[illegible] Press

[illegible]n's revolutionaries Wednesday hailed the release of 191 of their countrymen from U.S. jails as an [illegible]erican defeat "in the face of the brave struggles of [illegible] beloved sisters and brothers."

[illegible]t there was no word whether their release would [illegible]ct Iran's announced intention to begin preparing a [illegible]" trial of the 52 American hostages.

[illegible]enian leader Ayatollah Ruhollah Khomeini made [illegible]mpassioned appeal to his fellow revolutionaries to [illegible] bickering and establish a new, permanent Islamic [illegible]ernment. Khomeini blamed the Iranian media for [illegible]ting governmental "mischief" and said this should [illegible]topped "before the nation itself comes and, with- [illegible] any consideration for anyone, stifles all these [illegible]rspeers."

[illegible]pparent opposition in the Majlis, or parliament, [illegible]ed President Abol Hassan Bani-Sadr last week to [illegible]hdrew his nomination of a prime minister. Iranian [illegible]cials have said the hostage issue cannot be debated [illegible]he Majlis until a prime minister and cabinet are [illegible]alled.

"I advise you from the standpoint of Islam not to tolerate discord between one another," Khomeini was quoted as saying in a broadcast address. "If you have discord you will open the way to others ... Did the people sacrifice their youngsters (in the revolution) only to see you wallow in discord, attack one another, cause trouble? Your conduct should be comradely, friendly and brotherly."

Earlier this week, the Majlis speaker said the hostage debate was being postponed still further because of the "brutal" American treatment of the detained Iranians, who were arrested when their Washington protest July 27 ended in violence.

The Majlis speaker, Hasheml Rafsanjani, said the Parliament was calling on judicial officials to prepare grounds for a trial of the American hostages.

On Wednesday, after the release of the detainees, one of the young Moslem militants occupying the U.S. Embassy in Tehran said the militants were aware that U.S. authorities had freed the Iranians, but he said that almost 100 other Iranian demonstrators had been jailed in London and San Diego.

In the British capital, officials said 70 Iranian protesters arrested Monday night in a violent anti-American protest outside the U.S. Embassy there had begun a hunger strike in two London jails where they were being held.

In San Diego, 28 Iranians were being held on various charges as a result of their refusal to end a sit-in at a building on the state university campus there Monday night.

Both the London and San Diego demonstrators had been protesting the continued detention of their fellow Iranians on the U.S. East Coast.

American immigration officials said they ordered the release of the 191 from federal prisons in New York on Tuesday night after determining that all were in the country legally.

In other developments:

● Police in Washington, D.C., are gritting their teeth and preparing to protect Iranian students who have scheduled anti-American marches today and Friday.

Parade permits have been issued for 1,300 demonstrators today and 700 on Friday for marches that will honor the nearly 200 supporters of Khomeini who were arrested on July 27 during a bloody confrontation of Iranian ideologies.

District of Columbia and U.S. Park Police say their biggest fear is that Americans will attempt to disrupt the demonstrations by the Iranian students.

● U.S. law enforcement investigators say they have discovered that at least $5 million has been smuggled into the United States to support Iranian Moslem revolutionary protest and propaganda efforts in Washington.

Funds have been sent from Iran through diplomatic pouches, international couriers and foreign banks and also raised through sale of hashish and heroin brought into the United States, informed sources said.

The money sent from Iran is part of an effort to export Khomeini's particular brand of revolution, which calls for Moslems to rise up against perceived oppression, the law enforcement officials said.

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ANCIENT ROME

Topic: The necessity for the laws of a society to meet the needs of every segment of its population.

Topical Question:

1. How can laws be responsive to the needs of all segments of society?

2. What are the various segments of a society's population?

3. What can happen to the society if the laws are not responsive to the needs of all segments?

Time: 1 class period

Materials: Hand-out sheet as specified under procedure.

Rationale: The student will understand why a society's laws must be responsive to its needs.

Objectives:

1. The student will explain the need for updating the laws in a changing society.

2. The student will describe what might happen to a society which does not update its laws to meet the needs of all the people.

Procedure: Distribute to students the following imaginary situation:

The upper class of people in this country control the powers of law-making. These people are wealthy land owners and live in luxury, and are opposed to any changes in the countries laws. Farmers are unhappy because of the low prices of their crops and want new laws to help them. Soldiers just returning from a war cannot find jobs and also want help in new laws. The merchants and traders are finding it difficult to make a profit since no one can afford the high prices. Therefore, the group also wants new laws to improve the economics condition.

After the students have read the story, discuss with them the need for new laws in the country. Have students explain why they think the upper class is opposed to changing laws. Discuss with students what might happen to this imaginary country if the upper class refuses to change the laws.

Evaluation:

1. Have students explain through drawings what would happen to a society unwilling to update its laws.

2. Have students create a newspaper with stories reflecting the upper class opinion as well as the rest of society.

Activity - 6 - Application--Sanction

John steadily disturbs the class, his interrruptions are so severe that his peers are discussing sanctions against him. List three possible sanctions that the class can take against him. Remember that this is a multilateral sanction.

A.
B.
C.

Activity - 7 - Application--Settlement treaty

Mary and Sally are competing for the honor of dating the schools quarterback. Design a treaty that would protect the honor of both young ladies. i.e. dating rights, phone calls, gifts, etc.

Activity - 8 - Application--Pressure by Allies (enforcement)

The student council decided to create a student patrol to aid the administration in maintaining a peaceful atmosphere at the school. List the areas that you feel can sucessfully be protected by student patrols. Explain why you favor this approach.

Activity - 9 Value clarification

There are certain rules that are International in scope when it comes to rules that are enforced school wide. List rules below that will fall in each catagory.

International (school wide)	National (class only)
A.	A.
B.	B.
C.	C.
D.	D.
E.	E.

Activity - 10 Sequencing -- arrange the following article:

1. a report certain to refuel
2. The Pentagon said that
3. the lowest acceptable mental category,
4. nearly one third of the new recruits
5. Armed services last year
6. the debate over the
7. taken into the
8. All-volunteer armed forces
9. were in

Now write the story out in the correct form.

Vocabulary Development

A. Can you identify your vocabulary words by the descriptive sentences below?

_____1. Most of the countries attending the conference agreed to the terms of the treaty.
_____2. Johnny came to the United States because he evaded the draft in Canada.
_____3. Bernard wanted to become president of the club, because, in past years the vice president always moved up to the presidency without an election.
_____4. Cuba decided to stop exporting sugar to the United States because of its international violations.
_____5. The judge found the man guilty as charged.

B. Write a simple definition for the following terms

1. dispute
2. ad hoc
3. treaty
4. amendment
5. bilateral

C. Divide the following terms into syllables

1. subversive
2. desputes
3. embargo
4. provision
5. extradiction

D. Create a short story from your list of vocabulary terms, include at least five of those terms.

Glossary

1. treaty - a contract in writing between two or more political authorities.
2. sanction - an economic or military coercive measure used by nations to enforce international law.
3. disputes - quarrel; to engage in argument.
4. accession - the act of assenting or agreeing.
5. precedents - something done or said that may serve as an example or rule to authorize or justify a subsequent act of the same or an analogous kind.
6. amendment - to add to an earlier position for the purpose of clarity or improvement.
7. provision - the act or process of providing beforehand.
8. ad hoc - a committee organized to address a particular situation without further application.
9. ratify - to approve
10. adjudicate- to hear or try and determine judicially
11. asylum - protection from arrest and extradition especially for political refugees.
12. bilateral - having two sides or parties
13. embargo - an order of government prohibiting the departure of commercial ships from its ports.
14. subversive - a tactic that destroys from within

Supplementary Books

International law	VonClahn, Gerhard
Law Among Nations	Macmillan c. 1970
International Conference on the Peaceful Uses of Atomic Energy	Fermi, Laura
International Cooperation	Hoover, Herbert Clark
International Federation of Democracies	N.Y. H.W.Wilson co.1941
International Federation	Johnson, Julia Emily
Federal World Government	Wilson, co. 1948
International Organization	Johnson, Julia Emily
International Red Cross	Deming, Richard
Man and the World	Deming, Richard
The Problem of Lasting Peace	Herbert Hoover and Hugh Gibson
International Cooperation	Johnson, Julea Emily

CODES OF LAW

Topic Questions:

1. What stages of law can be identified through the course of history?
2. How did law affect the structure of various societies?
3. Show how the absence of law stagnated the progress of the people during a specific period of time.

Objectives:

1. The students should be able to identify the various stages of law and associate that stage with a particular time period.
2. Students should be able to perceive the effect of laws in various societies.
3. Students should be able to identify societies that suffered because law was absent.
4. Students should know how codes of law were created.
5. Students should be able to identify weaknesses in a law, and suggest ways to improve it.

Rationale: The objectives are based on the realistic progression of law as it relates to the history of man. Students should be exposed to the basic fundamentals of law in order to appreciate and improve the system now in use.

Materials: Text, resource material, pencils, etc.

Procedure: Have students read codes of law that existed during the various stages of history. Have students address the following questions concerning those laws.

1. What was the purpose of the law?
2. Why was it needed?
3. Who enforced the law?
4. Do you consider the laws harsh?
5. Could the laws be changed?
6. Were the laws posted?
7. Were there court systems established?
8. How effective were the laws?
9. Who created the law?
10. How did the people feel about the laws?

To the teacher:

Activity - 1

This should aid the child's ability to use the library and evaluate structures in a number of areas to help him to analyze, draw inferences, identify facts, and do creative thinking.

Activity - 2

This activity will aid the student in the area of progression and it's effect on the need of changing controls (laws) to protect its participants.

Activity - 3

This activity should aid in the explanation of activity two. The instances used are on the modern day scale.

Activity - 4

Students need to think creatively in their own world, in order to relate to the adult world, this activity should aid in that process.

Activity - 5

Students can be divided into several groups and be asked to compile a reaction to two of the topics given. Give each group a chance to address the class to share how they felt about each area. Try to show the rationale of the nations policy at the end of the discussion.

Activity - 6

This activity shows how educational advances directly affect the ability to rule without outside interference.

Activity - 7

Students will see how leadership style affects the types of laws in existence, and their application to the masses.

I. Activity - Topics to Research

A. Hammurabi code of law

B. India Village Council

C. Athenian Assembly (Socrates' trial)

D. Hindu Law

E. Roman Code of Law

F. Justinians Code

G. Confucianism

Compare two of the most contrasting structures of early law. 1. Explain the concept behind each law and explain how the people accepted or rejected the law. 2. In each structure identify the person with the most influence on the law, identify the person(s) or group)s) that had least influence on the law. 3. Rewrite the law you felt promoted least justice to most of the populous. 4. Identify the law(s) that restricted power to the government.

STUDENT ACTIVITIES

2. Activity - The need for restrictive laws

The Cave Man

Silence was the rule of the day, only a series of grunts and gestures conveyed the most complex message. Eventually while playfully tossing stones, a mark was left on a wall--soon drawings followed, bringing with it a new form of communication. Private cave persons became very upset that the secrecy of their lives were being violated by the wittier ones of the group.
Something must be done!!

1. How was progress accepted by the group?
2. What was needed as a result of progress?
3. Does progress affect your life today?
4. Do you think progress should contain certain restrictions?
5. Can you think of an example of our progressive technology here in the United States?

3. Activity - The need for protective laws (consumer)

1. invention of the gun
2. invention of nuclear weapons
3. Freedom of the press
4. mandatory school attendance

Answer these:

A. Why was law necessary in each area?
B. Which one of the above affects you most and why?
C. How would you eliminate one of the above and why?
D. How do you feel about progress?

4. Activity - Value Clarification

You Are There-

1. Riding your bike
2. Playing in the street
3. little league - football, baseball
4. your bedroom
5. your dog

Answer these:

A. List rules that apply to the above.
B. Which is the most important? least? why?
C. Add a new rule to each of the topics?
D. Who enforces the areas above?
E. What type of punishment can result from a violation of each area?
F. State the area that you violate the most. Why?

5. Activity - Effects of the law

Discuss the following:

(stimulant)
1. Laws requiring birds to fly after five in the evening.
2. Laws restricting child labor in factories. Why?
3. A. The draft - pro, con. B. Volunteer army? pro,con.
4. Immigrants? How many? What kind? How long? What reason?
5. Curfew laws. When are they needed? Why?
6. Law prohibiting the sale of alcohol to minors.
7. The speed limit on our nation's highways.

(stimulant)
8. Yellow school busses. Why are they yellow?
9. Rated "R" movies. Why are they restrictive? Who do they restrict?

(stimulant)
10. Chairs in a straight row. Why?

* Choose one of the above and expand the subject in such a way that you explain your view of the law and the effects on you personally. Tell how you would change the law and why.

6. Activity -

Sometimes nations that are colonies, the native people in those situations are taught skills that keep them on the lower social level by the ruling party. Individuals that managed to experience a higher learning situation and view other societies and compare it to his own can become very dissatisfied with the status of his existence at home. He transfers what he has learned to others and creates a feeling that is contrary to the ruling party.

1. Is this a healthy situation?
2. What can result from this situation?
3. What should the government do?
4. Can you name any societies that evolved in this manner?
   i.e. Kenya, India, Nigeria

7. At the conclusion of the Dark Ages only men of a strong build managed the affairs of an area. Sometimes at school the same concept applies especially on the playground.

Give the identifying traits of a power control oriented event. Rate the following after listing those traits.

		Hi				low
A.	Fairplay	5	4	3	2	1
B.	intelligence	5	4	3	2	1
C.	patience	5	4	3	2	1
D.	rebellion	5	4	3	2	1
E.	safety	5	4	3	2	1
F.	responsible	5	4	3	2	1
G.	control	5	4	3	2	1

After completing the exercise, can you list any nations that operate from such a power base? example: Iran, Cuba
Explain:

LAW AWARENESS EDUCATION

8TH GRADE

Topic: Basic Law of early peoples of the Americas.

Topical Questions:

1. Why is there a need for laws even in the most primitive cultures?
2. What types of punishments could be given to law breakers in a primitive society?

Time: 1-2 class periods

Materials: Paper, pencil

Rationale: The student is able to comprehend the evolution of laws from simple to complex.

Objectives:

1. The student will state the reasons for the need for laws or rules in the most primitive cultures.
2. The student will state the relationship between the complexity of a culture and its types of laws and in punishments which it imposes on law breakers.

Procedure: Distribute to each student copies of the following situation and directions: You and your family of four are part of an early primitive clan made up of six other families. The basic lifestyle of your clan is nomadic, in which you wander about in search of edible plants and animals, and to and from areas of varying climate according to the seasons.

Answer the following questions on your paper:

1. Why have you and your family remained with the other families?
2. What basic rules or laws may have been established by your clan? (list five)
3. List the basic reason for each of the above rules or laws.
4. In what ways have the rules or laws been taught to the younger children?
5. How does an adult member of the clan know if he has broken a law or not?
6. Who decided what the punishment for law breaking should be?
7. What specific punishments might be given for the violation of each rule or law which you listed in number 2?
8. Suppose that your clan is considering uniting with and traveling with 2 or 3 other clans of similar size. What factors will you consider in deciding whether to unite or not?
9. How will the decision to unite affect the laws or rules that have already been developed by each clan?
10. Assume that the population of your new clan increases and you begin to stay longer in different places and eventually settle in one permanent site. What specifically will happen to your rules and laws as:
    a. population increases?
    b. your settlement stays permanently in one place?

The teacher may choose to let students answer the above questions by working in groups or working individually. Let students write out their answers accordingly with a 20-25 minute time limit. The teacher should then guide a class discussion, being certain to develop the following concepts in connection with the questions if the students do not mention them in the discussion:

1. Answers should include mutual protection, common purpose, etc. Also mention the family as a basic unit.
2. Some possible answers may be that it is against the rules or law to kill, steal, or physically assault; also it may be required that those who are old enough and physically able must take part in food gathering, preparation, etc. Also superstitions may play a great part in rules and laws.
3. Answers will vary, but generally the need for protection and safety of both life and possessions should be mentioned.
4. Answers should include word of mouth and teaching by example, as well as some possible recorded means of pictures, etc.
5. Answers should note that generally, in a primitive culture only a few basic laws exist and that adults are almost always familiar with them.
6. Answers will vary, such as the chief or leader, a council of elders, or all adult males, etc.
7. Punishments will vary according to the seriousness and severity of crime. It should be mentioned that because of the culture's nomadic life, imprisonment might be impractical, thereby giving rise to other possibilities, such as exile, banishment, or death.
8. Factors under consideration should include similarities of cultures as expressed in concepts of justice, laws, etc.
9. Answers should include modification of rules or laws to meet needs of a larger group; possibly more structured and formalized lines of authority, etc.
10. a.
    Answers should point out by examples that as population increases, rules and laws will become more complex to accommodate varying degrees of complexity in the culture's ecomonic, political, communicative and spiritual activities.
    b.
    Answers should point out that as a settlement becomes permanent, rules and laws will become more complex and structured, including possible written laws, basic tax structure, means of imprisonment, greater restrictions on absolute freedoms in order to insure necessary safety and equality for all, etc.

Evaluation:

1. The student will list 3 reasons for the need for rules or laws even in the most basic primitive cultures.
2. The student will compose a paragraph which expresses the relationship between the complexity of a culture and its laws, and the punishments imposed as well.

Topic: Religious Laws as a factor in the founding of America

Topical Question: How did the relationship between law and religion in England in 1500's and early 1600's contribute to the founding of the New England colonies.

Time: 1-2 class period

Materials: textbook, pencil, paper

Rationale: The student will comprehend the interaction between law and religion as a primary factor in the founding of America.

Objectives: 1. The student will identify each of the following people or terms amd explain their relationships to law and religion in the founding of America:

Henry VIII	James I
Roman Catholic Church	Puritans
Church of England (Angelican Church)	Separatists
	Pilgrims

2. The student will explain the advantage of the separation of church and state.

Procedure: Distribute copies of the following questions or write them on the board and have students answer them in writing:

1. Why did Henry VIII wish to break away from the Catholic Church? Were Henry's reasons strictly religious or did other factors influence his actions? If so, what?
2. What church did Henry establish and what was required of Englishmen under the new church?
3. What difficulties might arise with the King being both the head of the church as well as the head of the government of England?
4. Why did King James I become so angry with the Puritans?
5. What was the difference between the Puritans and the Separatists.
6. What effect did the disagreements between the rulers and the religious groups have upon the founding of America?

Allow students about 20 minutes to complete the questions. Begin discussion of questions and attempt to elicit student responses regarding laws restricting freedom of religion and the concept of separation of church and state.

Evaluation: 1. The student will define or identify the terms listed in Objective 1.

2. The student will compose an essay which explains the concept of separation of church and state and the advantages or disadvantages involved.

Additional Activities:

1. Students may wish to prepare individual reports on Henry VIII or James I, stressing how each greatly affected religious laws in England.

2. Students may debate the current topic of religious prayer conducted in public schools as part of the schools' daily activities. Question: "Should prayer or religious exercises be a daily part of school?"

Topic: Formation of Colonial Laws

Topical Question: How did the first American colonists plan for protection and mutual respect for laws.

Time: 2 class periods

Materials: paper, pencils

Rationale: The student is introduced to the concept that even the simplest society has a need for some established rules in order to insure protection and survival.

Content: The student will view the founding of the Plymouth Colony and understand why the colonial leaders decided to make a plan for government. Students will decide what kind of laws they think are necessary to live in a strange, new land.

Objectives: At the conclusion of the lesson the student should be able to:

1. List five important rules necessary to govern a society.
2. List five consequences of the failure of a society to establish rules by which it is governed.
3. Write the need for consensus within a society to abide by the established rules.

Procedure:

1. After instructing students to take out pencil and paper, the teacher distributes copies of the following situation and directions: "During a voyage in the early 1600's to an established New World colony, your ship is blown off course by a gale-force wind and shipwrecked on an uncharted coastal area. Only you and four others have survived. Realizing that you can't determine where you are and that you may not be found for a long time, all of you realize that you must plan for your protection and survival.

Instructions:

1. On your paper write ten rules you would make to govern your group while you are stranded.
2. The teacher allows sufficient time to complete instructions and then breaks the class into groups of five with new verbal directions: "Your group has to select at least five rules on which everyone agrees. You have ___ minutes to complete this. Select one person to act as secretary to record your group's responses.
3. The teacher compiles the concensus rules and lists them on the board or on transparencies. The entire class views the list and is asked to describe any problems they had in reaching agreement.

4. The teacher then reviews in the textbook the circumstances of the founding of the Plymouth colony or shows a filmstrip which portrays the event.
5. The teacher reads the Mayflower Compact, clarifying unfamiliar words and spellings. After reading the document to the class, the teacher guides a class discussion using the following questions as a start:
   a. What do you think are some of things the separatists valued?Why?
   b. How did they provide for their welfare in the document?
   c. How many of your rules are like the rules in the document? Why do you think this is so?
   d. Do you think people make rules today for the same reasons they did hundreds of years ago? Why?

Evaluation: Students will write a paragraph of at least four sentences telling why people need rules. After completing the unit on colonial New England, students may evaluate how the Mayflower Compact helped colonial governents to become firmly established.

LAW AND THE AMERICAN REVOLUTION

The following word-find puzzle, LAW AND THE AMERICAN REVOLUTION, may be used in two different ways, according to grade level:

1. Individual students at grade level or above: provide students with the accompanying 34 questions to be completed and then have them fill in the correct answers using the textbook. After finding the answers in the book, students may then search for the words in the puzzle.

2. Individual students below grade level: provide students with the sheet entitled " Vocabulary for LAW AND THE AMERICAN REVOLUTION" and let them search for the vocabulary words in the puzzle.

LAW AND THE AMERICAN REVOLUTION

N C E C R E P E A L P W P A P E R

B O S T O N T E A P A R T Y A H A

I N T O A M A R T O R I O M E I D

N T A A B X M T E R L T V O T L D

T I M C X N E I M E I S E T F T E

O N P A D A M S T E A A C T O C C

L E A L W V T F B T M Y L O W A L

E N C O E I M I Q U E B E C A G A

R T T H D G L D O R N E C Y S N R

A A K E V A A E C N T H S O H I A

B L O N T T W L X E W M S B I R T

L I L R V I P E T I T I O N N E O

E V U Y E O C G S B N A T E G T R

A O R Z I N W A T G A G E H T R Y

C O I M I N U T E M E N T J O A A

T E M B R A L E X I N G T O N U C

S. O N S O F L I B E R T Y I N Q T

LAW AND THE AMERICAN REVOLUTION

DIRECTIONS: As is the case in most wars, the causes of the American Revolution revolve around a number of legal issues. Using the section of your textbook which covers the causes and background of the rovolution, find the missing word or name which completes each blank below. Then see how many of the words or names which you can locate in the word-find puzzle.

1. Court orders used by British officials to make searches for smuggled goods were called _____ of Assistence.

2. The series of laws beginning in the 1600's whereby England attempted to regulate colonial trade was called the _____Acts.

3. The law whereby the colonists were required to provide barracks and supplies for British troops stationed in America was the _____ _____.

4. The British law which required the colonists to use special paper with official seals stamped into it for deeds, wills, marraige licences, etc., was the _____ _____.

5. A slogan in which the colonists protested that they were being taxed unfairly because they were not directly represented in Parliament: "_____ _____ _____ representation."

6. The _____ ____ _____ were groups of colonists which rose up in opposition to British taxing policies.

7. Many colonial merchants agreed not to import or buy British goods. This kind of agreement is called a _____.

8. At the same time Parliament repealed the Stamp Act, it also passed the _____ _____ which asserted its right to pass whatever laws it thought necessary to govern the empire.

9. The _____ is the official name of the law making body of Great Britain.

10. Many _____ of Correspondence were formed among the colonies to alert each other about British activities and to organize colonial resistance.

11. The ____ _____ provided that only the British East India Company would provide a particular product used for making the colonies' most popular beverage.

12. The event in December, 1773, in which thousands of dollars worth of a beverage item was dumped into a New England harbor. _____

13. The _____ ___ was a name given by colonists to a series of harsh laws passed by Parliament to punish Massachusetts and Boston for the incident in number 12 above.

14. One of the laws in number 13 established a government and boundaries for the province of _____and thereby angered colonists who felt that part of the new province rightly belonged to certain colonies.

15. The _____ were groups of colonial citizen-soldiers who were ready to fight in a moment's notice.

16. The First _____ Congress was called in Philadelphia in September, 1774, to discuss how the colonies could deal with England's unfair laws.

17. The formal request drawn up by Congress, in which they asked King George III to end the injustices suffered by the colonies, was in the form of a _____.

18. The opening shots of the American Revolution were fired on the morning of April 19, 1775, at the village of_____.

19. A _____ is one who acts as a representative for a group at a meeting or convention.

20. The British soldiers who fired upon colonists in the so-called "Boston Massacre" were put on ____ for murder.

21. The symbol of the Sons of Liberty was the Liberty _____.

22. One of the Intolerable Acts permitted British officals who were accused of crimes in the colonies to be placed on trial in a _____ in England.

23. Many colonists complained that British officials in America violated colonial laws in requiring colonists to pay taxes which were not_____

24. Colonists complained that they were being forced to pay unfair_____.

25. Patrick ____ was the Virginian who made the famous speech in which he declared " ...give me liberty or give me death!"

26. General ____ became the British military governor of Massachusetts.

27. One of the lawyers who defended the British soldiers accused in the Boston Massacre was John_____.

28. Parliament voted to end, or _____, the Stamp Act in 1766.

29. On the night of April 18, 1775, Paul Revere and William _____ rode westward from Boston to spread the news of the British march.

30. British officals often unfairly used Writs of Assistance to find evidence or _____ of smuggling.

31. A Virginia delegate to the First Continental Congress who later became Commander-in-Chief of the Continental Army was _____.

32. A colonist who remained loyal to the British government and laws was know as a Loyalist or _____.

33. Colonists were often angered by British officials who would take possession of, or _____, smuggled goods.

34. One provision of the Stamp Act required the colonists to use special _____ for deeds, wills, or marriage licences, etc.

ANSWERS FOR "LAW AND THE AMERICAN REVOLUTION"

1. writs
2. Navigation
3. Quartering Act
4. Stamp Act
5. "No taxation without.."
6. Sons of Liberty
7. boycott
8. Declaratory Act
9. Parliament
10. Committees
11. Tea Act
12. Boston Tea Party
13. Intolerable Acts
14. Quebec
15. Minutemen
16. Continental
17. petition
18. Lexington
19. delegate
20. trial
21. tree
22. court
23. legal
24. taxes
25. Henry
26. Gage
27. Adams
28. repeal
29. Dawes
30. proof
31. Washington
32. Tory
33. seize
34. paper

VOCABULARY FOR LAW AND THE AMERICAN REVOLUTION

It is interesting to view the causes and events leading to any war, such as the American Revolution, in the perspective of law. Quite simply stated, both the British and the Americans claimed that each were engaging illegal practices. Most of the terms in this find-the-word puzzle have a direct relationship to the concept of law. SEE HOW MANY YOU CAN FIND.

Writs of Assistance
Navigation Acts
Quartering Act
Stamp Act
Sons of Liberty
boycott
Declaratory Act
Parliament
Committees of Correspondence
Tea Act
Boston Tea Party
No taxation without representation
Intolerable Acts
Quebec Act
Minutemen
1st Continental Congress
Petition
Lexington (twice)
delegate
trial
Liberty Tree
court
legal
Patrick Henry
Gen. Gage
John Adams
taxes
repeal
Billy Dawes
proof
George Washington
tory
seize
paper

Topic: Rights of Englishmen in the U.S. Constitution

Topical Question: What basic rights of Englishmen have been incorporated in the U.S. Constitution?

Time: 1 class period

Materials: pencil, paper, textbook or copy of the U.S. Constitution

Content: The student will examine the U.S. Constitution to find evidence of the guarantee of the 4 basic rights of Englishmen which were held to be especially important to early colonists and later to Americans after independence was achieved.

Rationale: The student will appreciate the tradition of rights of Englishmen as a common unifying factor among early colonists. Additionally, the student will understand the guarantee of these rights as a motivating factor in the writing of the U.S. Constitution as well as in the adoption of individual colonial and state constitutions. The student will also gain familiarity with the manner in which the U.S. Constitution is organized as to article, section, and paragraph.

Objectives:
1. The student will list the four basic rights of Englishmen.
2. The student will state specifically where the guarantee of each of these basic rights may be found in the Constitution.
3. The student will write in paragraph form a justification for each of the four basic rights of Englishmen.

Procedure: (Prior to attempting this activity, students should have had a basic introduction to the U.S. Constitution and an analysis of its major parts.)

1. Present to students either on the chalkboard or by overhead projector, the following four basic rights of Englishmen:
   a. the right to elect representatives to a legislature whose members pass laws and decide on taxes.
   b. the right to have these elected representatives choose the officials who enforce the laws.
   c. the right to have the elected representatives control the armed forces.
   d. the right of every man who is accused of a crime to have a jury decide whether he is guilty or innocent.

2. Read aloud each of the four rights individually, and have students write them down. After each right, the student will write a justification for guaranteeing it.
3. In a class discussion, elicit from students responses which demonstrate the need for these guarantees in a democratic society.
4. Direct students to the U.S. Constitution in their textbooks and have them locate statements in the Constitution which specifically guarantee each of the four basic rights of Englishmen. Generally, answers will be as follows:
   a. right to elect representatives, article I, section 2, paragraph 1.
      - law making powers: article 1, section 1
      - decide on taxes: article 1, section 8, paragraph 1

b. elected representatives choose the officials who enforce the law: article II, section 1, paragraph 2 ; article II, section 2, paragraph 2.
c. control of armed forces by elected representatives: article II, section 2, paragraph 1
d. right of trial by jury: amendments 6 and 7.

Evaluation: 1. The student will list the four basic rights of Englishmen.
2. The student will write the Article, section, and paragraph, or the Amendment, which guarantees each of these basic rights in the Consitution.
3. The student will write an essay which justifies the need for each of the four basic rights of Englishmen.

Topic: Comparison Of The Declaration Of Independence And The Constitution

Topical Question: What specific grievances in the Declaration of Independence in 1776 were considered in the U.S. Constitution of 1787?

Time: 1-2 class periods

Materials: American History textbook, paper, pencil

Rationale: By comparing certain parts of the Declaration of Independence and the Constitution, students will view the protection and order provided for in the Constitution as a safeguard against the basic abuses suffered by the colonists in the period leading up to the Revolution.

Objectives:

1. The student will list 5 specific grievances against King George III as stated in the Declaration of Independence.
2. The student will list 5 specific provisions of the Constitution which address grievances against King George III as stated in the Declaration of Independence.

Procedure: Introduce the lesson by explaining that the Constitution, including the Bill of Rights, was written to provide certain safeguards in government and individual rights and liberties which had either been violated under British rule or not adequately provided by the Articles of Confederation. Explain to students that they will examine both documents to locate Constitutional provisions which sought to remedy injustices by the King as pointed out in the Declaration.

1. Distribute copies of the following quotes from the Declaration's charges against the King:

GRIEVANCES AGAINST KING GEORGE III AS EXPRESSED IN THE DECLARATION OF INDEPENDENCE

Some of the complaints of the American colonists as stated in the Declaration of Independence are listed below. See if you can find in the United States Constitution certain provisions which were written to keep these things from happening under our own government:

He (King George III) has:

1. "... dissolved representative houses repeatedly..."

2. "... obstructed the administration of justice by refusing his assent to laws for establishing judiciary powers."

3. "... make judges dependent on his will alone for the tenure of their of offices."

4. "... kept among us in times of peace standing armies, without the consent of our legislatures."

5. placed " the military independent of, and superior to, the civil power.

6. quartered "large bodies of armed troops among us."

7. imposed "taxes on us without our consent."

8. deprived " us, in many cases, of the benefits of trial by jury."

9. transported " us beyond seas, to be tried for pretended offenses."

10. suspended " our own legislatures and declared themselves invested with power to legislate for us in all cases whatsoever."

2. This activity may be done individually or in groups of 4 or 5. Direct students to the Constitution with some hints as to where they may locate provisions which address the grievances listed above. Have students list specific Constitutional provisions for remedying each of the ten items above from the Declaration. You may wish to provide the answers and let students match them to the grievances or assign one or two grievances to each group.

ANSWERS

1. Article I, Section 5, Paragraph d.
2. Article III
3. Article III
4. Article I, Section 8, Paragraphs l,m,n,o,p
5. Article II, Section 2, Paragraph a
6. Amendment III
7. Article I, Section 8, Paragraph a
8. Amendment VI
9. Amendment VI
10. Article I, Section 5, Paragraph d

After an appropriate period of time for students to locate answers:

3. Discuss each answer individually, pointing out the relationship between the grievances in the Declaration and the provisions in the Constitution as a problem - solution relationship.

EVALUATION: Students may be evaluated in this activity by listing the specific grievances and provisions as noted in OBJECTIVES land 2.

Additional Activities:

1. Have students research for instances in the pre-war period which gave rise to the grievances listed. They may report on the details orally or in written form.

2. Have students bring to class newspaper articles which point out other grievances which people today may have against different levels of government.

3. Assign each of the constitutional amendments to a different student and have the student tell the specific provisions of the amendment and briefly review the conditions which gave rise to the need for the amendment.